

**The State Education Department**

The University of the State of New York

**Office of School Improvement (Regional)**

Public School Choice Programs

462 EBA

Albany, New York 12234

518-474-1762

***Charter School Annual Report***

***2006 - 2007***

**Charter School Information and Cover Page**

**Name of Charter School** Brooklyn Excelsior Charter School

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Brooklyn, New York 14214

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**BEDS #** 331600860847

**District/CSD of Location** New York City, Region 8

**Charter Entity** Charter Schools Institute, The State University of New York

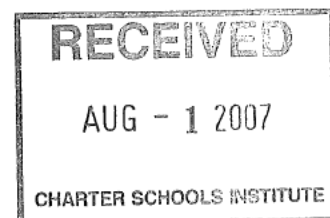
**Head of School (Contact Person)** Thomas DeMarco  
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*Student Assessment Data*  
*New York State Assessment Results*  
**Grades 3 – 8 ELA and Math**  
**2006-07 Annual Report**

Name of Charter School: Brooklyn Excelsior Charter School

**Grades 3 – 8 State ELA Assessments Results**

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2006-07	4.2	38.5	56.3	1.0	3.1	23.1	66.2	7.7	0	53.7	43.3	3.0	0	42.2	54.7	3.1	0	60.5	39.5	0				
2005-06	6.8	35.1	56.8	1.4	9.1	25.8	60.6	4.5	5.9	32.4	55.9	5.9	2.1	47.9	45.8	4.2								

**Grades 3 – 8 State Math Assessments Results**

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2006-07	0	4.3	55.3	40.4	0	16.9	52.3	30.8	0	19.4	70.1	10.4	4.8	14.3	61.9	19.0	2.7	48.6	45.9	2.7				
2005-06	2.7	14.9	71.6	10.8	4.3	17.1	62.9	15.7	13.2	35.3	44.1	7.4	8.0	28.0	60.0	4.0								

**Student Assessment Data**  
**2006-07**

Name of Charter School: Brooklyn Excelsior Charter School

Name of Test: Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Mean Scale Score (RIT)	Qualitative Level and Percent Attaining*	Other - Mean NCE
2	4/30/2007 - 5/11/2007	98	0	0	0	98	189.47	58.2%	51.65
3	4/30/2007 - 5/11/2007	98	1	0	0	97	197.94	44.3%	49.28
4	4/30/2007 - 5/11/2007	71	1	0	0	70	205.63	48.6%	50.95
5	4/30/2007 - 5/11/2007	69	0	0	0	69	210.39	47.8%	48.99
6	4/30/2007 - 5/11/2007	70	1	0	0	69	215.87	49.3%	50.39
7	4/30/2007 - 5/11/2007	41	1	0	0	40	218.85	50.0%	50.47
8	Brooklyn Excelsior did not serve students in the 8 <sup>th</sup> grade during the 2006-07 school year.								

\*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

**Student Assessment Data**  
**2006-07**

Name of Charter School: Brooklyn Excelsior Charter School

Name of Test: Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Subtest: Language Usage

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Mean Scale Score (RIT)	Qualitative Level and Percent Attaining*	Other - Mean NCE
2	4/30/2007 - 5/11/2007	98	0	0	0	98	194.36	61.2%	54.36
3	4/30/2007 - 5/11/2007	98	0	0	0	98	202.8	61.2%	52.44
4	4/30/2007 - 5/11/2007	71	1	0	0	70	208.3	57.1%	51.55
5	4/30/2007 - 5/11/2007	69	0	0	0	69	211.77	44.9%	47.53
6	4/30/2007 - 5/11/2007	70	2	0	0	68	216.75	41.2%	50.36
7	4/30/2007 - 5/11/2007	41	1	0	0	40	219.48	42.5%	51.31
8	Brooklyn Excelsior did not serve students in the 8 <sup>th</sup> grade during the 2006-07 school year.								

\*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."



**Student Assessment Data**  
**2006-07**

Name of Charter School: Brooklyn Excelsior Charter School

Name of Test: Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Subtest: Math

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Mean Scale Score (RIT)	Qualitative Level and Percent Attaining*	Other - Mean NCE
2	4/30/2007 - 5/11/2007	98	1	0	0	97	190.12	52.6%	49.36
3	4/30/2007 - 5/11/2007	98	0	0	0	98	203.08	58.2%	52.36
4	4/30/2007 - 5/11/2007	71	0	0	0	71	210.97	50.7%	50.96
5	4/30/2007 - 5/11/2007	69	1	0	0	68	219.63	55.9%	51.94
6	4/30/2007 - 5/11/2007	70	1	0	0	69	222.91	53.6%	49.11
7	4/30/2007 - 5/11/2007	41	1	0	0	40	227.5	50.0%	48.57
8	Brooklyn Excelsior did not serve students in the 8 <sup>th</sup> grade during the 2006-07 school year.								

\*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

# **Brooklyn Excelsior Charter School**

*Working in partnership with parents and community, Brooklyn  
Excelsior Charter School will offer a challenging character-based  
education by providing a strong curriculum and an atmosphere of  
high expectations.*

## **Accountability Plan 2006-2008**

**Brooklyn Excelsior Charter School  
856 Quincy Street  
Brooklyn, NY 11221**

## **ACADEMIC GOALS**

### **English Language Arts**

**GOAL: Students will be proficient in Language Arts.**

- I. Absolute Measure: Each year, seventy-five percent (75%) of third through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) ELA assessment.
- II. Absolute Measure: Each year, the school's aggregate Performance Index on the NYSTP ELA assessment will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.
- III. Comparative Measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of all students in the same tested grades in the local school district.
- IV. Comparative Measure: Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.
- V. Value-Added Measure: Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and seventy-five percent (75%) at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds seventy-five percent (75%) at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

### **Mathematics**

**GOAL: Students will be proficient in Mathematics.**

- I. Absolute Measure: Each year, seventy-five percent (75%) of third through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) Mathematics assessment.
- II. Absolute Measure: Each year, the school's aggregate Performance Index on the NYSTP Mathematics assessment will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.
- III. Comparative Measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam

will be greater than that of all students in the same tested grades in the local school district.

- IV. Comparative Measure: Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.
- V. Value-Added Measure: Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Mathematics exam and seventy-five percent (75%) at or above Level 3 on the current year's State Mathematics exam. If a grade-level cohort exceeds seventy-five percent (75%) at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

### **Science**

**GOAL: Students will be proficient in Science.**

- I. Absolute Measure: Each year, seventy-five percent (75%) of students in each grade tested, who are enrolled in at least their second year, will perform at or above Level 3 on the New York State Testing Program (NYSTP) Science assessment.
- II. Comparative Measure: Each year in each grade tested, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of students in the respective grade in the local school district.

### **Social Studies**

**GOAL: Students will be proficient in Social Studies.**

- I. Absolute Measure: Each year, seventy-five percent (75%) of students in each grade tested, who are enrolled in at least their second year, will perform at or above Level 3 on the New York State Testing Program (NYSTP) Social Studies assessment.
- II. Comparative Measure: Each year in each grade tested, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of students in the respective grade in the local school district.

### **Additional Required Academic Measure**

NCLB Measure: Under the state's NCLB Accountability system, the school's Accountability Status will be "Good Standing" each year.

## **BROOKLYN EXCELSIOR CHARTER SCHOOL**

### **2006-07 Accountability Plan Progress Report**

#### **Discussion of Student Achievement Goals at Stated in the Accountability Plan<sup>1</sup>**

Over the term of Brooklyn Excelsior Charter School's initial charter, students have demonstrated progress towards meeting the goals outlined in the Brooklyn Excelsior Accountability Plan. While this academic progress is essential, Brooklyn Excelsior is working to increase achievement for all students, in accordance with its mission. The school's Accountability Plan details five academic goals against which student academic progress is reported. The goals are as follows:

1. Students will be proficient in English Language Arts;
2. Students will be proficient in Mathematics;
3. Students will be proficient in Science;
4. Students will be proficient in Social Studies; and
5. Under the State's NCLB Accountability system, the school's Accountability Status will be "Good Standing" each year.

The Accountability Plan denotes measures by which Brooklyn Excelsior assesses its progress toward meeting these goals; these measures are absolute, comparative, and value-added.

#### **English Language Arts**

##### **GOAL: Students will be proficient in Language Arts.**

- I. Absolute Measure: Each year, seventy-five percent (75%) of third through eighth graders who are enrolled in at least their second year<sup>2</sup> will perform at or above Level 3 on the New York State Testing Program (NYSTP) ELA Assessment.

##### **A. Method**

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward the absolute measure. Each year, students complete the ELA assessment in the winter. During the 2005-06 school year, the State ELA assessment expanded to include students in grades 3-8. Prior to the 2005-06 school year, the assessment was only administered to students in grades 4 and 8.

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<sup>1</sup> Brooklyn Excelsior student performance data within this document was provided by the School's Assessment and Measurement Department.

<sup>2</sup> Brooklyn Excelsior's first year of operation was the 2003-04 school year. As such, assessment results relating to students enrolled in at least their second year are not available until the 2004-05 school year. Therefore, data will not be provided for the 2003-04 school year for the measures relating to students enrolled in at least their second year. This applies to ELA, Mathematics, Science, and Social studies.

Progress toward this goal is measured specifically by assessing students enrolled in at least their second year at Brooklyn Excelsior. Following is a table that indicates the total enrollment and total number of students tested each year at Brooklyn Excelsior. Please note that the following table includes all students tested, not just students enrolled in at least their second year.

Year	Grade(s)	Number of Students Tested in Grades 3-8		Total Enrolled
		Not Tested*	Total Tested	
2003-04	4	10	39	49
	All	10	39	49
2004-05	4	4	70	74
	All	4	70	74
2005-06	3	1	74	75
	4	0	66	66
	5	0	68	68
	6	0	48	48
	All	1	256	267
2006-07	3	4	96	100
	4	8	65	73
	5	4	67	71
	6	8	64	72
	7	3	38	41
	All	27	330	357

\*Students may have been absent for all or part of the exam.

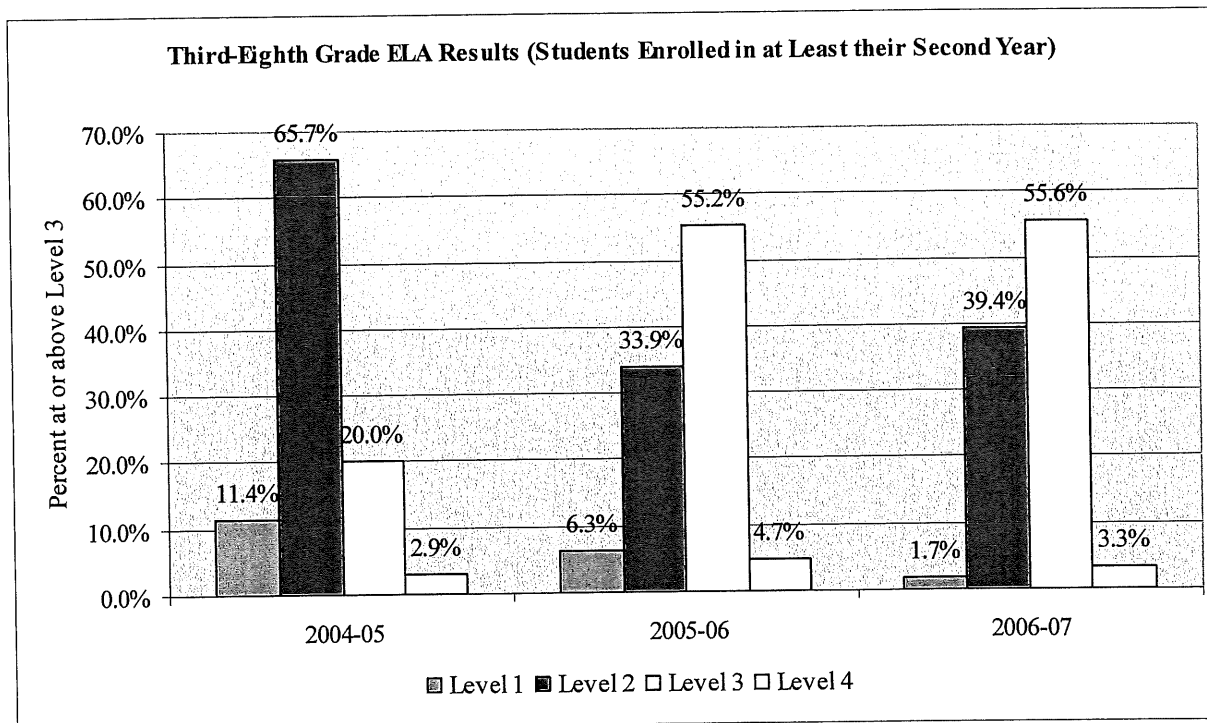
## B. Results

Following is a table that presents the test results for all students at Brooklyn Excelsior and for those students enrolled in at least their second year.

Year	Population	Percent of Third through Eighth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2003-04 Grade 4 Only*	All Students	15%	56%	26%	3%	29%	39
	Students in at least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
2004-05 Grade 4 Only*	All Students	10%	61%	26%	3%	29%	70
	Students in at least 2 <sup>nd</sup> Year	11%	66%	20%	3%	23%	35
2005-06 Grades 3-6	All Students	6%	34%	55%	4%	59%	256
	Students in at least 2 <sup>nd</sup> Year	0%	34%	55%	5%	60%	192
2006-07 Grades 3-7	All Students	2%	42%	53%	3%	56%	330
	Students in at least 2 <sup>nd</sup> Year	2%	39%	56%	3%	59%	241

\*Note: In 2003-04 and 2004-05, the ELA Assessment was administered to grade 4 students only. In 2005-06, the State introduced a new testing system that included students in grades 3-8.

The following chart displays the performance of students enrolled in at least their second year at Brooklyn Excelsior. Specifically, it displays the results for students in grade 4 for 2004-05, grades 3-6 for 2005-06, and grades 3-7 for 2006-07.



Note: In 2004-05, the ELA Assessment was administered to grade 4 students only. In 2005-06, the State introduced a new testing system that included students in grades 3-8.

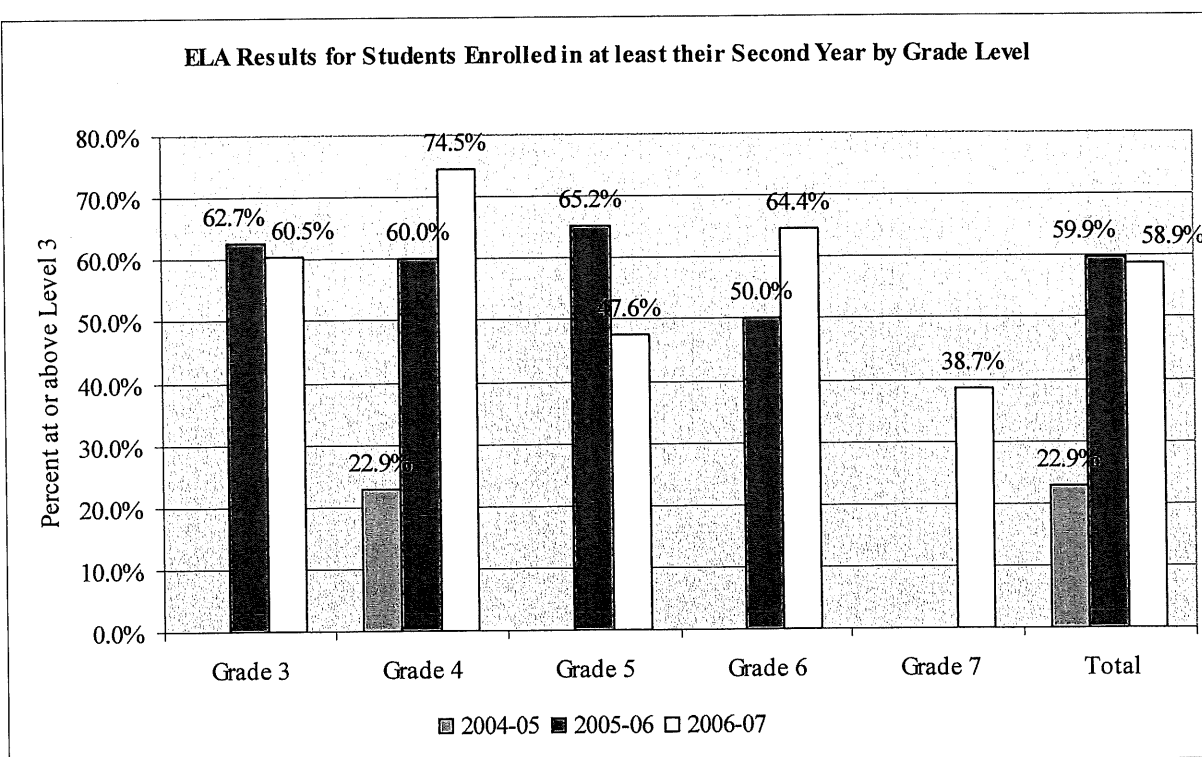
Brooklyn Excelsior opened in 2003-04; therefore, the first year that the school tested students enrolled in at least their second year was the 2004-05 school year. As such, the 2004-05 school year established baselines for second year students. In 2004-05, students in grade 4 completed the assessment. In 2004-05, 22.9% of grade 4 students enrolled in at least their second year were identified as proficient on the New York State ELA Assessment.

In 2005-06, the State introduced a new testing system to include testing students in grades 3-8. During the 2005-06 school year, Brooklyn Excelsior served students in grades 3-6. The percentage of 3-6 grade students enrolled in at least their second year identified as proficient was 59.9%.

In 2006-07, Brooklyn Excelsior served students in grade 3-7. The percentage of students in grades 3-7 enrolled in at least their second year identified as proficient was 58.9%.

### C. Evaluation

The results of each year's assessment are below the measure's requirement that at least 75 percent of students enrolled in at least their second year perform at or above Level 3. Detailed below is a chart that presents the percentage of students in each grade tested that performed at or above Level 3 on the assessment.



Brooklyn Excelsior did not meet the overall measure. The fourth grade class, however, did nearly meet the measure during the 2006-07 school year with 74.5% of its population performing at or above Level 3 on the assessment. The leadership of Brooklyn Excelsior is committed to improving the percentage of students identified as proficient. Please see the section entitled *Action Plan* on page 11 for a discussion of the improvement efforts that will be implemented at Brooklyn Excelsior.

### D. Additional Evidence

None.

- II. Absolute Measure: Each year, the school's aggregate Performance Index on the NYSTP ELA Assessment will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.

#### A. Method



According to the No Child Left Behind Act (NCLB), all public schools are expected to enable all students to meet state performance standards. In the state of New York, schools are able to meet the standards when an absolute proportion of students who have taken the NYS ELA Assessment have scored at Levels 2, 3, and 4. The Performance Index ("PI") is the specified proportion. Further, the Annual Measurable Objective ("AMO") is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State's ELA performance standard by 2013-14.<sup>3</sup> The way in which a performance index is calculated is by adding the percent of students at Levels 2, 3, and 4 to the percent of students at Levels 3 and 4. Please note that the school's PI is based on the January ELA assessment for all students—not just students enrolled in at least their second year.

## B. Results

Detailed below are the results of all students at each performance level on the New York State ELA Assessment for each year of Brooklyn Excelsior's charter.

ELA								
Year	Grade(s)	(N) <sup>4</sup>	Percent of Students at Each Performance Level				State AMO	Performance Index <sup>5</sup>
			Level 1	Level 2	Level 3	Level 4		
2003-04*	4	39	15%	56%	26%	3%	123	114
2004-05*	4	70	10%	61%	26%	3%	131	119
2005-06	3-6	256	6%	34%	55%	4%	122	152
2006-07	3-7	330	2%	42%	53%	3%	122	154

\*Note: In 2003-04 and 2004-05, the ELA Assessment was administered to students in grade 4 only.

## C. Evaluation

In 2003-04, Brooklyn Excelsior's Performance Index of 114 did not meet the State's AMO. Further, in 2004-05, the school's PI of 119 did not meet the State's AMO. In 2005-06, Brooklyn Excelsior's PI of 152 exceeded the State's AMO of 122 by 30 points. In 2006-07, the school had a PI of 154—again exceeding the State's AMO. Brooklyn Excelsior met the measure two years out of the four years that the school has been operational. Importantly, the school met the measure during the last two school years, thus demonstrating that the school is making considerable progress.

## D. Additional Evidence

None.

<sup>3</sup> Information explaining the No Child Left Behind Act, the State's AMO, and the PI was found on the Charter Schools Institute website.

<sup>4</sup> N signifies the number of students tested.

<sup>5</sup> The Performance Index reported may differ from the PI reported on the State Report Card. The State calculates the PI using the scores of continuously enrolled students, whereas the information reported above is based on all students taking the examination.

- III. Comparative Measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of all students in the same tested grades in the local school district.

A. Method

Each year, the percentage of Brooklyn Excelsior students enrolled in at least their second year identified as proficient will exceed the percentage of District 16 students identified as proficient on the New York State ELA Assessment. For the 2003-04 and 2004-05 school years, the results will be based on fourth grade students, as the exam was limited to grades 4 and 8 (Brooklyn Excelsior did not serve students in the 8<sup>th</sup> grade during those years). During the 2005-06 school year, the State ELA exam expanded to grades 3-8. In 2005-06, the State ELA assessment was administered to grades 3-6 at Brooklyn Excelsior, and in 2006-07 the assessment was administered to grades 3-7.

The purpose of the comparative measure is to illustrate that Brooklyn Excelsior ELA instruction enables its students to achieve at a level equal to or greater than the local school district.

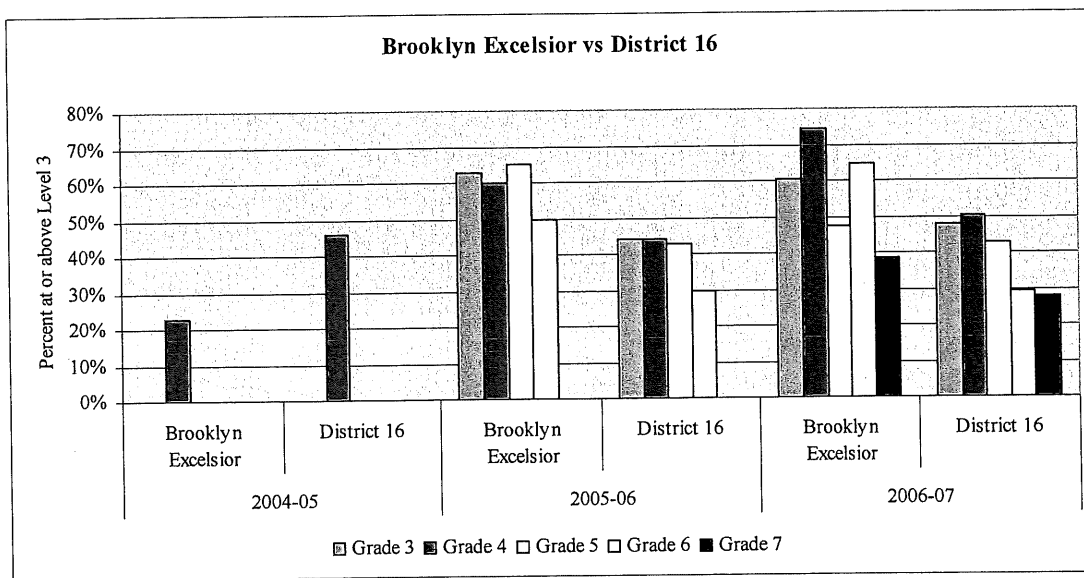
Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward the measure. Students complete the ELA exam on an annual basis in the winter.

B. Results

The following chart displays the percentage of Brooklyn Excelsior students enrolled in at least their second year that performed at Levels 3 or 4 on the ELA Assessment compared to students in the same grades who attend a school in District 16<sup>6</sup>.

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<sup>6</sup> Student performance data relating to the 2004-05 and 2005-06 results for District 16 is derived from the University of New York State Education Department Report Card website (<http://www.emsc.nysed.gov/irts/reportcard/>). Student performance data relating to the 2006-07 results for District 16 is derived from the University of New York State Education Department Elementary- and Middle-Level ELA and Math Results website (<http://www.emsc.nysed.gov/irts/ela-math/>). This applies to all data relating to District 16 found within this document.



During the 2004-05 school year, the State ELA test was administered to grade 4 students. District 16 outperformed Brooklyn Excelsior grade 4 students by 23.1 percentage points. The following year, 2005-06, Brooklyn Excelsior served students in grades 3-6. That year, each grade outperformed District 16. In 2006-07, Brooklyn Excelsior outperformed District 16 in each grade again.

#### C. Evaluation

Brooklyn Excelsior did not meet this measure in 2004-05. In 2005-06 and 2006-07, Brooklyn Excelsior outperformed District 16 in all grades. Thus, Brooklyn Excelsior met this measure during the 2005-06 and 2006-07 school years.

#### D. Additional Evidence

None.

- IV. Comparative Measure: Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree 0.30) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

#### A. Method

The Charter Schools Institute conducts a Comparative Performance Analysis<sup>7</sup> which provides a comparative measure of student performance on state tests. The Comparative Performance Analysis is created by using a regression analysis that controls for students eligible for free lunch among all public schools in New York State. Brooklyn Excelsior's percentage of students at or above Level 3 is

<sup>7</sup> This information was found on the Charter Schools Institute's website. [www.newyorkcharters.org](http://www.newyorkcharters.org)

compared to a predicted level of performance based on the test performance and free-lunch statistics of all public schools. The difference between the school's attained and expected performance relative to other schools with similar free-lunch statistics produces an Effect Size.

Results are displayed in the table below. CSI will also produce a scatter plot; however, at this time the scatter plot is not available. Therefore, it will not be included in this renewal application.

#### B. Results

The first year that this comparative measure was established was the 2005-06 school year. As such, Brooklyn Excelsior is not able to provide results against this measure for the years prior to 2005-06. Further, according to CSI, results from the 2006-07 school year are not yet available. Therefore, the only year in which Brooklyn Excelsior is able to provide information relating to this measure is the 2005-06 school year.

Year	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3 & 4		Difference between Actual and Predicted	Effect Size	Comparative Performance
			Actual	Predicted			
2005-06	73.3% <sup>8</sup>	255	59.6	48.9	10.7	0.57	Higher than Expected to a Medium Degree

#### C. Evaluation

Brooklyn Excelsior performed "higher than expected to a medium degree." The school's Effect Size was 0.57, which is higher than the measure's goal of 0.30. Brooklyn Excelsior met this measure during the 2005-06 school year.

#### D. Additional Evidence

None.

- V. Value-Added Measure: Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and seventy-five percent (75%) at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds seventy-five percent (75%) at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

#### A. Method

<sup>8</sup> This number displays the percentage of free lunch eligible students only. It does not include the percentage of students eligible for reduced lunches.

Students in grades 3-8 are administered the NYS ELA Assessment each year during the winter. The following table displays the ELA Assessment results for students at each grade level who have winter-to-winter test scores available. The evaluation for meeting the measure is based on the number of grades that met their grade-specific targets.

## B. Results

Following is a table that displays the results each year that Brooklyn Excelsior has students with winter-to-winter test scores available.

State ELA Test Administration	Percent at or above Level 3 by Grade Levels						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	School Total Grades 3-8
<b>Met Target in 2006-07?</b>	No	Yes	No	Yes	n/a		No
Winter 2006-07 Scores	60.5% (n = 96)	74.5% (n = 65)	47.6% (n = 67)	64.4% (n = 64)	38.7% (n = 38)		58.9% (n = 330)
Target Winter 2006-07 Scores	68.9%	67.5%	70.1%	62.5%			67.5%
Winter 2005-06 Scores	62.7% (n = 74)	60.0% (n = 66)	65.2% (n = 68)	50.0% (n = 48)			59.9% (n = 256)
<b>Met Target in 2005-06?</b>		Yes					Yes
Target Winter 2005-06 Scores		49.0%					49.0%
Winter 2004-05 Scores		22.9% (n = 70)					22.9% (n = 70)

## C. Evaluation

In 2004-05, 22.9% of Brooklyn Excelsior's grade 4 students with winter-to-winter test scores were identified as proficient. Brooklyn Excelsior met this measure during the 2005-06 school year; they exceeded their target score by 10.9 percentage points. In 2005-06, the State implemented a new testing system that administered the assessment to students in grades 3-8. Therefore, the 2005-06 assessment results serve as a baseline for this measure.

Since the 2005-06 results serve as a baseline, the results from the 2006-07 school year are the first year that the results are directly comparable. Brooklyn Excelsior did not meet this measure during the 2006-07 school year. They did, however, meet the measure in grade 4 and 6. The leadership of Brooklyn Excelsior is dissatisfied with these results, and as such, is working proactively to further increase student proficiency. Please see the section entitled *Action Plan* located on page 11 below for the improvement efforts that Brooklyn Excelsior will implement.

#### D. Additional Evidence

None.

### SUMMARY

Detailed below are the various measures used to determine whether Brooklyn Excelsior reached its goal for ELA during the 2006-07 school year. Brooklyn Excelsior met two of the five measures completely—one measure, the small effect size—does not have data available for the 2006-07 school year yet. Therefore, Brooklyn Excelsior cannot state whether the measure was met.

Measure	Type	Test	2006-07 Result
75% at Levels 3 & 4	Absolute	State ELA Exam	Measure not met
Performance Index above AMO	Absolute	State ELA Exam	Measure met
Outperform the District	Comparative	State ELA Exam	Measure met
Small Effect Size, controlling for Free Lunch Percent	Comparative	State ELA Exam	n/a – data not yet available
Each grade-cohort reduces gap	Value-Added	State ELA Exam	Measure not met

Brooklyn Excelsior did not meet its absolute measure of 75 percent of grades 3-8 students' being proficient. Grade 4, however, came extremely close to meeting the measure—they achieved a proficiency rate of 74.5%. The school met its absolute measure in regards to its Performance Index. Further, Brooklyn Excelsior met the local school district comparative measure. Brooklyn Excelsior met the small effect size comparative measure, but it did not meet the value-added measure.

Brooklyn Excelsior's ELA results for 2006-07 were lower than desired. As such, the leadership of Brooklyn Excelsior is committed to enhancing its program to accelerate student learning. Detailed below is Brooklyn Excelsior's action plan to increase student learning.

### ACTION PLAN

Based on the results from the 2006-07 NYS ELA Assessment, leadership and teachers identified areas of weakness and determined specific initiatives to implement in the coming year to increase student learning. Detailed below are the key initiatives that Brooklyn Excelsior will implement:

- Professional development and training in the use of Open Court and the Units of Study writing program

- Use of NyStart Grow test analysis student data reports to drive and differentiate classroom instruction
- Use of paraprofessional support to facilitate literacy skills through small group reading instruction

## **Mathematics**

### **GOAL: Students will be proficient in Mathematics.**

- I. Absolute Measure: Each year, seventy-five percent (75%) of third through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) Mathematics Assessment.

#### A. Method

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward the absolute measure. Students complete the Mathematics Assessment on an annual basis in the spring. During the 2005-06 school year, the State Mathematics Assessment expanded to grades 3-8. In prior years, the assessment was limited to grades 4 and 8.

Progress toward this goal is measured specifically by assessing students enrolled in at least their second year at Brooklyn Excelsior. Following is a table that indicates the total enrollment and total number of students tested each year that Brooklyn Excelsior was operational. Please note that the following table includes all students tested, not just students enrolled for at least two years.

Year	Grade(s)	Number of Students Tested in Grades 3-8		Total Enrolled
		Not Tested*	Total Tested	
2003-04	4	12	38	50
	All	12	38	50
2004-05	4	7	65	72
	All	7	65	72
2005-06	3	2	74	76
	4	0	70	70
	5	0	68	68
	6	0	50	50
	All	2	262	264
2006-07	3	4	94	98
	4	8	65	73
	5	3	67	70
	6	8	63	71
	7	4	37	41
	All	27	326	353

\*Students may have been absent for all or part of the exam.

## B. Results

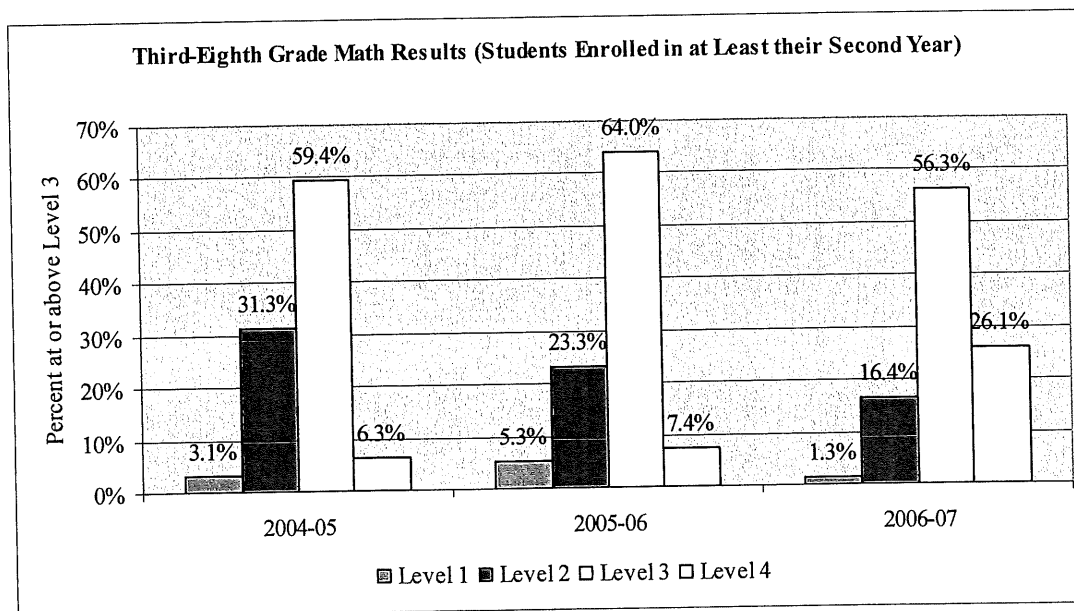
Following is a table that presents the test results for all students at Brooklyn Excelsior and for those students enrolled in at least their second year.

Year	Population	Percent of Third through Eighth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2003-04 Grade 4 Only*	All Students	16%	61%	24%	0%	24%	38
	Students in at least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
2004-05 Grade 4 Only*	All Students	8%	37%	52%	3%	55%	65
	Students in at least 2 <sup>nd</sup> Year	3%	31%	59%	6%	66%	32
2005-06 Grades 3-6	All Students	7%	23%	60%	10%	70%	262
	Students in at least 2 <sup>nd</sup> Year	5%	23%	64%	7%	71%	189
2006-07 Grades 3-7	All Students	1%	17%	58%	24%	82%	326
	Students in at least 2 <sup>nd</sup> Year	1%	16%	56%	26%	82%	238

\*Note: In 2003-04 and 2004-05, the Math Assessment was administered to grade 4 students only. In 2005-06, the State introduced a new testing system that included students in grades 3-8.

The following chart displays the performance of students enrolled in at least their second year at Brooklyn Excelsior. Specifically, it displays the results for students in grade 4 for 2004-05, grades 3-6 for 2005-06, and grades 3-7 for 2006-07 at each level.





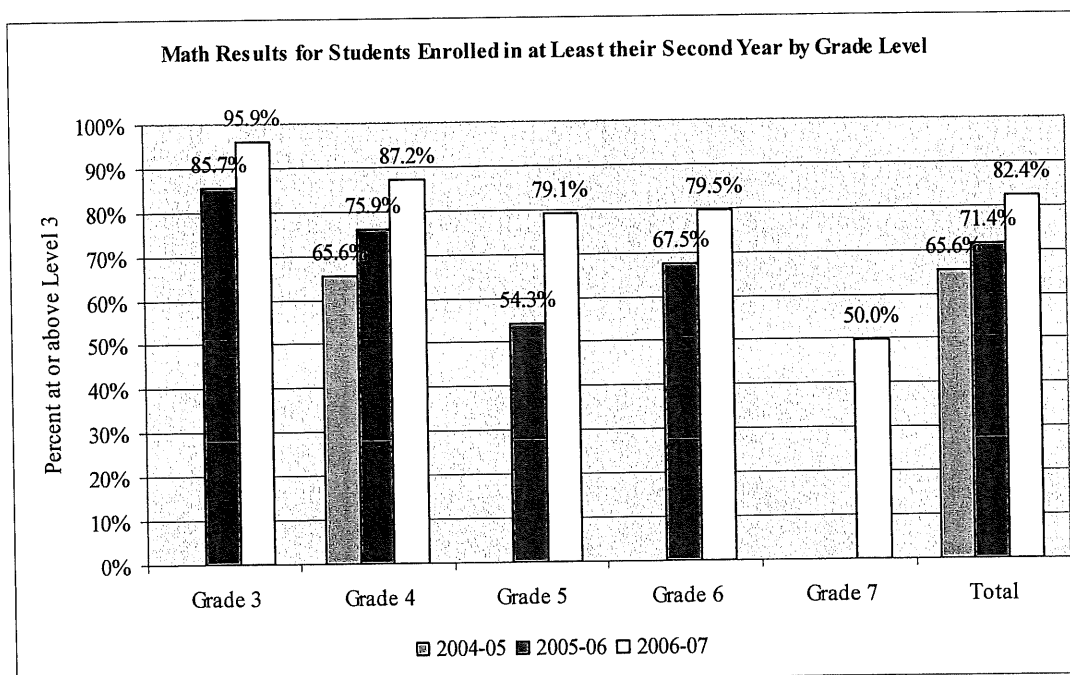
\*Note: In 2004-05, the Math Assessment was administered to grade 4 students only. In 2005-06, the state introduced a new testing system that included students in grades 3-8.

Brooklyn Excelsior opened in 2003-04; therefore, the first year that the school tested students enrolled in at least their second year was the 2004-05 school year. As such, the 2004-05 school year established baselines for second year students. In 2004-05, students in grade 4 were administered the Mathematics Assessment. That year, 65.6% of grade 4 students enrolled in at least their second year were identified as proficient on the New York State Mathematics Assessment. Brooklyn Excelsior did not meet the absolute measure of having at least 75% of its second year students be identified as proficient.

In 2005-06, with the introduction of a new State testing system, Brooklyn Excelsior tested students in grades 3-6. That year, 71.4% of second year students were identified as proficient, thus Brooklyn Excelsior nearly met the goal. Brooklyn Excelsior is proud to report that the school's second year students increased by 10.9 percentage points to achieve a proficiency rate of 82.4% in 2006-07. The staff and leadership of Brooklyn Excelsior are extremely pleased with the great success its students had on the 2006-07 Mathematics Assessment. While the staff and leadership are pleased, the school will continue to work to increase the percentage of students identified as proficient.

### C. Evaluation

Brooklyn Excelsior did not meet the measure during the 2004-05 or 2005-006 school year. Brooklyn Excelsior did, however, meet the measure in 2006-07. Detailed below is a chart the presents the percentage of students in each grade tested that performed at or above Level 3 on the Mathematics Assessment.



\*Note: In 2004-05, the Math Assessment was administered to students in grade 4 only. In 2005-06, the State introduced a new testing system that included students in grades 3-8.

Brooklyn Excelsior is pleased with the results from this most recent Mathematics Assessment. The school, however, will continue working to achieve proficiency for all students.

#### D. Additional Evidence

None.

- II. Absolute Measure: Each year, the school's aggregate Performance Index on the NYSTP Mathematics Assessment will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.

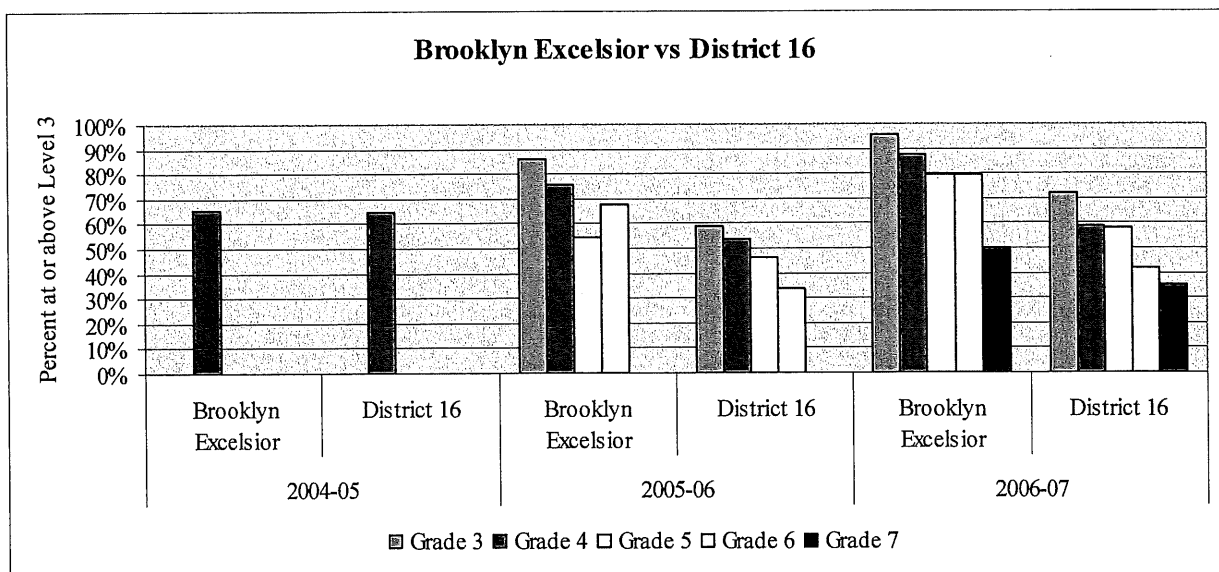
#### A. Method

According to the No Child Left Behind Act (NCLB), all public schools are expected to enable all students to meet state performance standards. In the state of New York, schools are able to meet the standards when an absolute proportion of students who have taken the NYS Mathematics Assessment have scored at Levels 2, 3, and 4. The Performance Index ("PI") is the specified proportion. Further, the Annual Measurable Objective ("AMO") is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient on the State's Mathematics Assessment by 2013-14. The way in which a performance index is calculated is by adding the percent of students at Levels 2, 3, and 4 to the percent of students at Levels 3 and 4. Please

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward that measure. Students complete the mathematics exam on an annual basis in the spring. During the 2005-06 school year, the State Mathematics Assessment expanded to grades 3-8. In the past, this exam was limited to grades 4 and 8.

## B. Results

The following chart displays the percentage of Brooklyn Excelsior students enrolled in at least their second year that performed at Levels 3 or 4 on the Mathematics Assessment compared to students in the same grades in District 16.



\*Note: In 2004-05, the Math Assessment was administered to students in grade 4 only. In 2005-06, the State introduced a new testing system that included students in grades 3-8.

During the 2004-05 school year, the State Mathematics test was administered to grade 4 students. Brooklyn Excelsior outperformed grade 4 District 16 students by 0.6%.

The following year, 2005-06, Brooklyn Excelsior served students in grades 3-6 and Brooklyn Excelsior outperformed District 16 in each grade. In 2006-07, Brooklyn Excelsior outperformed District 16 in each grade by an average of 25.0%.

## C. Evaluation

Brooklyn Excelsior met the comparative measure for the 2004-05, 2005-06, and 2006-07 school years. School leadership is extremely proud of the school's performance on this Accountability Plan measure

#### D. Additional Evidence

None.

- IV. Comparative Measure: Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree 0.30) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

#### A. Method

The Charter Schools Institute conducts a Comparative Performance Analysis<sup>10</sup> which provides a comparative measure of student performance on state tests. The Comparative Performance Analysis is created by using a regression analysis that controls for students eligible for free lunch among all public schools in New York State. Brooklyn Excelsior's percent of students at or above Level 3 is compared to a predicted level of performance based on the test performance and free-lunch statistics of all public schools. The difference between the school's attained and expected performance relative to other schools with similar free-lunch statistics produces an Effect Size.

Results are displayed in the table below. CSI will also produce a scatter plot graph; however, at this time the scatter plot graph is not available. Therefore, it will not be included in this renewal application.

#### B. Results

The first year that this comparative measure was established was the 2005-06 school year. As such, Brooklyn Excelsior is not able to provide results against that measure for the prior years. Further, according to CSI, results from the 2006-07 school year are not yet available. Therefore, the only year in which Brooklyn Excelsior is able to provide information relating to this measure is for the 2005-06 school year. Detailed below are the results for the 2005-06 school year.

Year	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3 & 4		Difference between Actual and Predicted	Effect Size	Comparative Performance
			Actual	Predicted			
2005-06	73.3%	262	69.8	57.3	12.5	0.63	Higher than Expected to a Medium Degree

<sup>10</sup> This information is located on the Charter Schools Institute's website. [www.newyorkcharters.org](http://www.newyorkcharters.org)

### C. Evaluation

Brooklyn Excelsior met this measure during the 2005-06 school year. The school achieved an Effect Size of 0.63. Brooklyn Excelsior is proud of these results and believes that the school is offering its students a sound educational opportunity.

### D. Additional Evidence

None.

- V. Value-Added Measure: Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Mathematics exam and seventy-five percent (75%) at or above Level 3 on the current year's State Mathematics exam. If a grade-level cohort exceeds seventy-five percent (75%) at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

#### A. Method

Students in grades 3-8 are administered the NYS Mathematics Assessment each year during the spring. The following table displays the Mathematics Assessment results for students at each grade level who have spring-to-spring test scores available. The evaluation for meeting the measure is based on the number of grades that met their grade-specific targets.

#### B. Results

Following is a table that displays the results each year that Brooklyn Excelsior had students with spring-to-spring tests scores available.

State Math Test Administration	Percent at or above Level 3 by Grade Levels						School Total Grades 3-8
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
<b>Met Target in 2006-07?</b>	Yes	Yes	Yes	Yes	n/a		Yes
Spring 2006-07 Scores	95.9% (n = 94)	87.2% (n = 65)	79.1% (n = 67)	79.5% (n = 63)	50.0% (n = 37)		82.4% (n = 326)
Target Spring 2006-07 Scores	Increase	Increase	64.7%	71.3%			73.2%
Spring 2005-06 Scores	85.7% (n = 74)	75.9% (n = 70)	54.3% (n = 68)	67.5% (n = 50)			71.4% (n = 262)
<b>Met Target in 2005-06?</b>		Yes					Yes
Target Spring 2005-06 Scores		70.3%					70.3%
Spring 2004-05 Scores		65.6% (n = 65)					65.6% (n = 65)

### C. Evaluation

Brooklyn Excelsior met this measure each year of its initial charter. Further, in 2006-07 Brooklyn Excelsior exceeded the desired goal of having 75% of the tested students perform at or above Level 3 on the Mathematics Assessment. Brooklyn Excelsior is pleased with these results.

### D. Additional Evidence

None.

## SUMMARY

Brooklyn Excelsior's students performed exceptionally well on the 2006-07 State Mathematics Assessment. They made considerable progress towards meeting the goal that "students will be proficient in mathematics." Detailed below is a table that summarizes Brooklyn Excelsior's performance on the outcome measures.

Measure	Type	Test	2006-07 Result
75% at Levels 3 & 4	Absolute	State Mathematics Exam	Met Measure
Performance Index above AMO	Absolute	State Mathematics Exam	Met Measure
Outperform the District	Comparative	State Mathematics Exam	Met Measure
Small Effect Size, controlling for Free Lunch Percent	Comparative	State Mathematics Exam	N/A – data not yet available
Each grade-cohort reduces gap	Value-Added	State Mathematics Exam	Met Measure

Brooklyn Excelsior met each of its absolute measures. Further, the school met the "outperform the District" comparative measure. Data relating to the effect size for 2006-07 is not available at this time. Brooklyn Excelsior also met its value-added measure.

Students at Brooklyn Excelsior are clearly progressing in mathematics. School leadership is pleased with the results and they are confident that the methods used to enhance student learning were effective.

## ACTION PLAN

The results from this most recent State Mathematics Assessment demonstrate that students are progressing considerably. While this may be true, the school is committed to increasing learning for all students. As such, the school will implement the following initiatives in the next year to further enhance student learning:

- Professional development and training in our Real Math program to support teacher implementation
- Use of diagnostic test data to differentiate instruction and facilitate small group instruction using our paraprofessional staff
- Provision for common planning time by grade level to address and develop instructional strategies to address student needs in all areas including math

## Science

### **GOAL: Students will be proficient in Science.**

- I. Absolute Measure: Each year, seventy-five percent (75%) of students in each grade tested, who are enrolled in at least their second year, will perform at or above Level 3 on the New York State Testing Program (NYSTP) Science Assessment.

#### A. Method

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward the absolute measure. Students in grades 4 and 8 complete the Science Assessment on an annual basis.

Progress toward this goal is measured specifically by assessing students enrolled in at least their second year at Brooklyn Excelsior. Following is a table that indicates the total enrollment and total number of students tested for each year that Brooklyn Excelsior was operational. Please note that the following table includes all students tested, not just students enrolled in at least their second year.

Year	Grade	Number of Students Tested in Grade 4		Total Enrolled
		Not Tested*	Total Tested	
2003-04	4	13	37	50
2004-05	4	22	50	72
2005-06	4	2	65	67
2006-07	4			

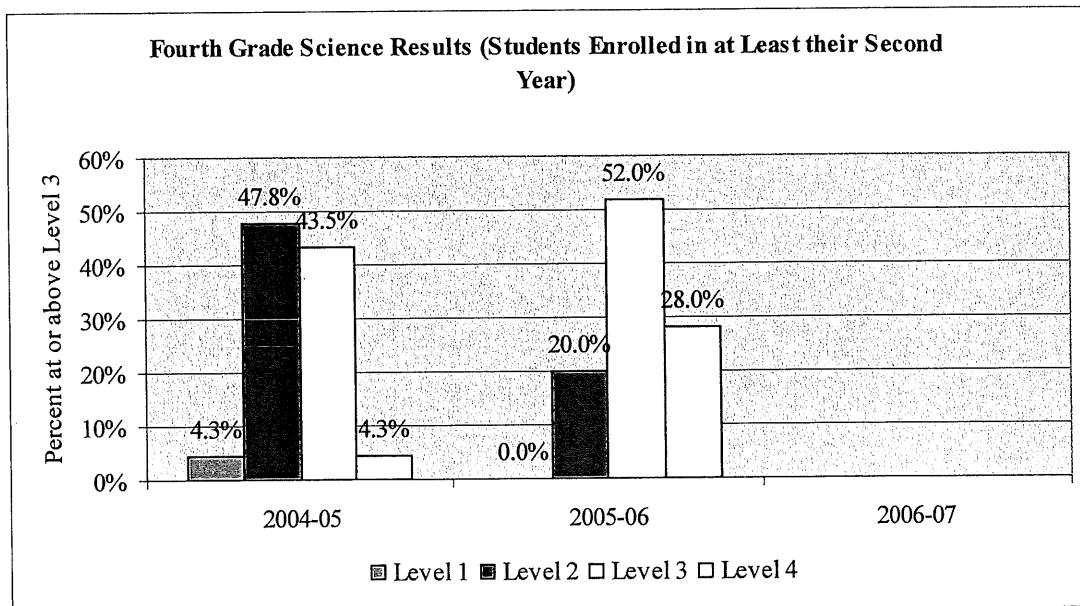
\*Students may have been absent for all or part of the exam.

#### B. Results

Following is a table that presents the test results for all students at Brooklyn Excelsior and for those students enrolled in at least their second year.

Year	Population	Percent of Fourth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2003-04	All Students	19%	46%	32%	3%	35%	37
	Students in at least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
2004-05	All Students	8%	46%	42%	4%	46%	50
	Students in at least 2 <sup>nd</sup> Year	4%	48%	43%	4%	48%	23
2005-06	All Students	0%	18%	52%	29%	82%	65
	Students in at least 2 <sup>nd</sup> Year	0%	20%	52%	28%	80%	50
2006-07	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in at least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a

The following chart displays the performance of grade 4 students enrolled in at least their second year at Brooklyn Excelsior.



In 2004-05, 47.8% of grade 4 students were identified as proficient on the Science Assessment. In 2005-06, the school increased 32.2% to achieve an 80.0% proficiency rate.



### C. Evaluation

Brooklyn Excelsior did not meet the absolute measure of having seventy-five percent of students enrolled in at least their second year perform at or above Level 3 on the New York State Science Assessment during the 2004-05 school year. The following year, 2005-06, the school did meet the measure. Brooklyn Excelsior is proud of the success its second year students have had on the New York State Science Assessment. While the leadership and staff are proud of the success, the school will continue to work to achieve proficiency for all students.

Data from the 2006-07 Science Assessment is not available at this time. Therefore, Brooklyn Excelsior cannot provide the results from this past year's assessment. Once the data is available, we will update this report.

### D. Additional Evidence

None.

- II. Comparative Measure: Each year in each grade tested, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of students in the respective grades in the local school district.

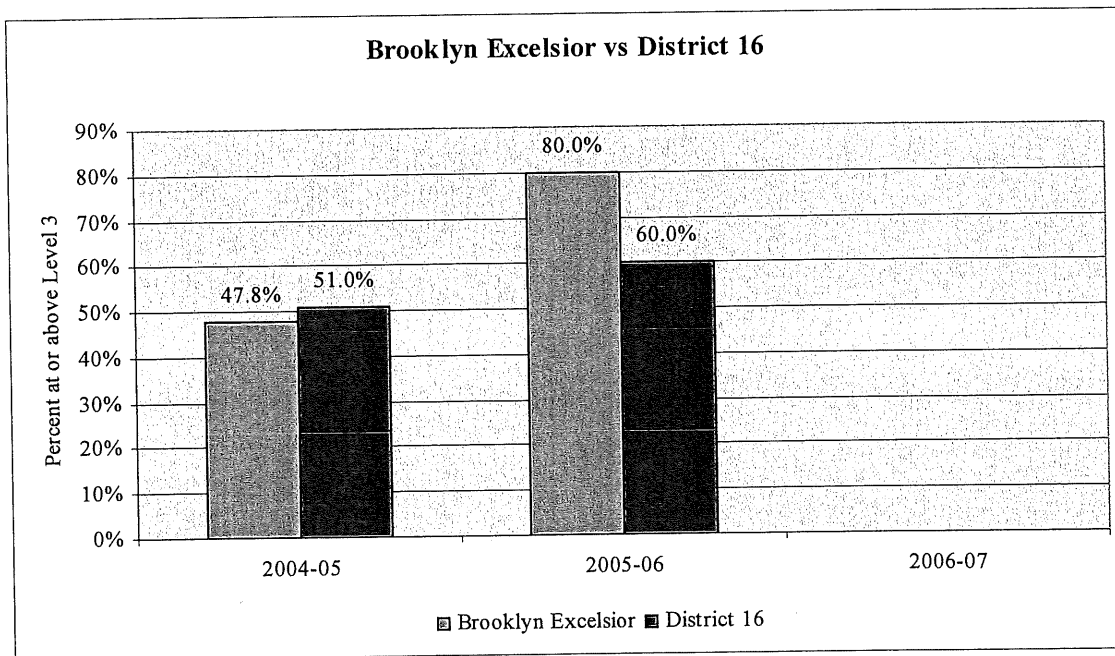
#### A. Method

Each year, the percentage of Brooklyn Excelsior students enrolled in at least their second year and performing at or above Level 3 will exceed students enrolled in District 16 on the NYS Science Assessment. The purpose of the comparative measure is to illustrate that Brooklyn Excelsior science instruction enables its students to achieve at a level equal to or greater than the local school district.

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward this measure. Students complete the science exam on an annual basis.

#### B. Results

The following chart displays the percentage of Brooklyn Excelsior students enrolled in at least their second year that performed at Levels 3 or 4 on the Science Assessment compared to students in the same grade attending District 16.



During the 2004-05 school year, District 16 outperformed Brooklyn Excelsior grade 4 students by 3.2 percentage points. In 2005-06, Brooklyn Excelsior outperformed District 16 grade 4 students by 20 percentage points. Data from the 2006-07 Science Assessment is not available at this time. Therefore, Brooklyn Excelsior cannot provide the results from this past year's assessment.

#### C. Evaluation

Brooklyn Excelsior did not meet this measure in 2004-05. It did, however, meet the measure during the 2005-06 school year. Data relating to the 2006-07 Assessment is not available at this time. We will update the data once it becomes available.

#### D. Additional Evidence

None.

### SUMMARY

Data relating to the 2006-07 Science Assessment is not available at this time. As such, Brooklyn Excelsior cannot report on whether the measures were met. Once the data is available, Brooklyn Excelsior will update this report.

Measure	Type	Test	2006-07 Result
75% at Levels 3 & 4	Absolute	State Science Exam	N/A – data not yet available
Outperform the District	Comparative	State Science Exam	N/A – data not yet available

## ACTION PLAN

Brooklyn Excelsior met both of its measures for Science in 2005-06. In fact, the school exceeded the absolute measure by 5 percentage points—80% of second year students were identified as proficient. In 2005-06, Brooklyn Excelsior's grade 4 students outperformed District 16's grade 4 students by 20 percentage points. Data relating to the 2006-07 Assessment is not available at this time. Brooklyn Excelsior will continue working to improve student proficiency until all students are identified as proficient.

### Social Studies

**GOAL: Students will be proficient in Social Studies.**

- I. Absolute Measure: Each year, seventy-five percent (75%) of students in each grade tested, who are enrolled in at least their second year, will perform at or above Level 3 on the New York State Testing Program (NYSTP) Social Studies Assessment.

A. Method

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward the absolute measure. Students in grade 5 complete the Social Studies Assessment on an annual basis.

Progress toward this goal is measured specifically by assessing students enrolled in at least their second year at Brooklyn Excelsior. Following is a table that indicates the total enrollment and total number of students tested for each year that Brooklyn Excelsior was operational. Please note that the following table includes all students tested, not just students enrolled for at least two years.

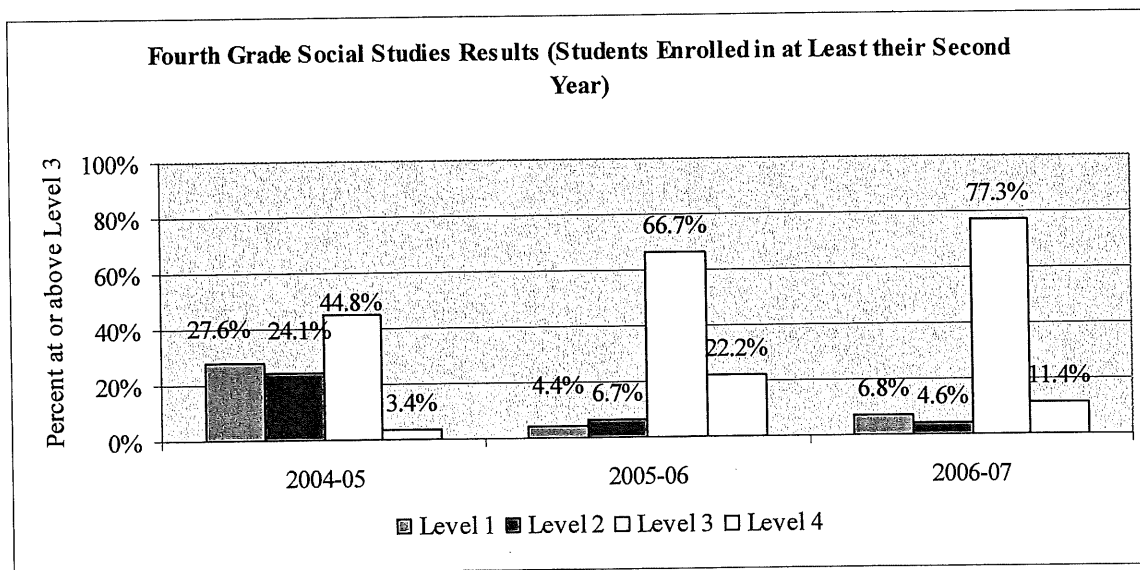
Year	Grade	Number of Students Tested in Grade 5		Total Enrolled
		Not Tested*	Total Tested	
2003-04	5	n/a	n/a	n/a
2004-05	5	2	49	51
2005-06	5	4	67	71
2006-07	5	6	67	73

B. Results

Following is a table that presents the test results for all students at Brooklyn Excelsior and for those students enrolled in at least their second year.

Year	Population	Percent of Fourth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2003-04	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in at least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
2004-05	All Students	28.6%	22.4%	46.9%	2.0%	49.0%	49
	Students in at least 2 <sup>nd</sup> Year	27.6%	24.1%	44.8%	3.4%	48.3%	29
2005-06	All Students	6.0%	9.0%	64.2%	20.9%	85.1%	67
	Students in at least 2 <sup>nd</sup> Year	4.4%	6.7%	66.7%	22.2%	88.9%	45
2006-07	All Students	6.0%	4.5%	76.1%	13.4%	89.6%	67
	Students in at least 2 <sup>nd</sup> Year	6.8%	4.5%	77.3%	11.4%	88.6%	44

The following chart displays the performance of grade 5 students by level enrolled in at least their second year at Brooklyn Excelsior.



In 2004-05, 48.3% of grade 5 students enrolled in at least their second year were identified as proficient on the Social Studies Assessment. The school increased their percentage of students performing at or above Level 3 in 2005-06 to 88.9%. In 2006-07, the school had 88.6% of its fifth grade students perform at or above Level 3 on the Social Studies Assessment.

### C. Evaluation

Brooklyn Excelsior did not meet the measure during the 2004-05 school year. In 2005-06 and 2006-07, Brooklyn Excelsior met the absolute measure of having seventy-five percent of students enrolled in at least their second year perform at or above Level 3 on the New York State Social Studies Assessment.

### D. Additional Evidence

None.

- II. Comparative Measure: Each year in each grade tested, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of students in the respective grade in the local school district.

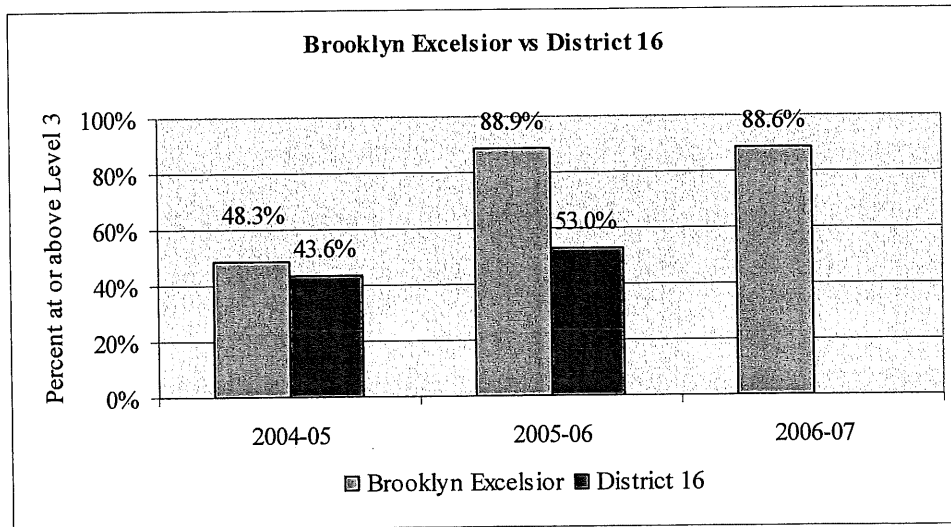
#### A. Method

Each year, the percentage of Brooklyn Excelsior students enrolled in at least their second year and performing at or above Level 3 will exceed the percentage of students performing at or above Level in District 16 on the NYS Social Studies Assessment. The purpose of the comparative measure is to illustrate that Brooklyn Excelsior social studies instruction enables its students to achieve at a level equal to or greater than the local school district.

Baseline data were established during the 2004-05 school year and serve as the basis for measuring progress toward that measure. Students complete the Social Studies exam on an annual basis.

#### B. Results

The following chart displays the percentage of Brooklyn Excelsior students enrolled in at least their second year that performed at Levels 3 or 4 on the Social Studies Assessment compared to students in the same grade at District 16.



The 2004-05 school year was the first year that the Social Studies Assessment was administered to grade 5 students. The 2004-05 school year established baselines for the Social Studies Assessment for Brooklyn Excelsior. In 2004-05, 48.3% of Brooklyn Excelsior grade 5 students enrolled in at least their second year performed at or above Level 3. Brooklyn Excelsior outperformed District 16 students by 4.7 percentage points.

In 2005-06, Brooklyn Excelsior grade 5 students increased the amount identified as proficient. That year, 88.9% of the fifth grade population performed at or above Level 3. District 16 had 53.0% of its students perform at or above Level 3 on the assessment. Brooklyn Excelsior outperformed District 16 by 35.9 percentage points. In 2006-07, 88.6% of Brooklyn Excelsior's grade 5 students performed at or above Level 3 on the assessment. Assessment results for District 16 are not available at this time. Therefore, Brooklyn Excelsior is unable to determine whether or not the measure was met for the 2006-07 school year.

#### C. Evaluation

Brooklyn Excelsior met this measure during the 2005-06 school year. Data from the 2006-07 Social Studies Assessment is not available for District 16 at this time. Therefore, Brooklyn Excelsior cannot provide the results for District 16 from this past year's assessment at this time. Once the data is available, Brooklyn Excelsior will update this report.

#### D. Additional Evidence

None.

## SUMMARY

Over the term of Brooklyn Excelsior's charters, the percentage of students identified as proficient on the grade 5 Social Studies assessment has increased. The last two years of testing data illustrate that Brooklyn Excelsior is indeed making remarkable progress toward meeting its goal that students will be proficient in Social studies. The following table summarizes our performance on the outcome measures.

Measure	Type	Test	2006-07 Result
75% at Levels 3 & 4	Absolute	State Social Studies Exam	Met Measure
Outperform the District	Comparative	State Social Studies Exam	N/A – data not yet available

## ACTION PLAN

Brooklyn Excelsior met its absolute measure for Social Studies in 2006-07. Data relating to District 16's Social Studies results is not available at this time. Brooklyn Excelsior will update this report once the information is available.

While Brooklyn Excelsior's leadership is pleased with the Social Studies Assessment results, the school is committed to all of its students. Brooklyn Excelsior will continue working to improve student proficiency until all students are identified as proficient.

### Additional Required Academic Measure

NCLB Measure: Under the State's NCLB Accountability system, the school's Accountability Status will be "Good Standing" each year.

#### A. Method

Each year, schools are evaluated to determine if they have made Adequate Yearly Progress ("AYP") under the state's NCLB accountability system. This is based on the percent of students tested and whether its School Performance Index, both in the aggregate and for specific sub-populations, meets the effective Annual Measurable Objective ("AMO"). The system also includes mitigating factors that may enable a school to make AYP even if it has not made its AMO, including a safe harbor provision, the calculation of an *effective* AMO, and an analysis only of results for students who have been continuously enrolled. Performance on the state's science exam is also factored into the AYP analysis.

A school is deemed to be in "Good Standing" for the school year in question if it has not failed to make AYP in either ELA or math for the previous two consecutive years.

#### B. Results

According to the Accountability Report and Overview issued by the State, Brooklyn Excelsior has been deemed a *Charter School in Good Standing* in 2004-05 and 2005-06. Data for the 2006-07 school year is not available at this time.

#### C. Evaluation

Brooklyn Excelsior's Performance Index for ELA and math exceeded the AMO in 2004-05 and 2005-06. Brooklyn Excelsior also exceeded the state standard in science 2004-05 and 2005-06. As such, Brooklyn Excelsior has made Adequate Yearly Progress in all three subjects and is a charter school in good standing.



Brooklyn Excelsior Charter School  
National Heritage Academies, Inc.  
For the Period Ended  
June 30, 2007

School BEDS Code- 3316000860847  
Contact Person- Jeff Ratuszny  
Phone Number- 616-954-3528

	YEAR - TO - DATE			
	REVENUES	Salaries	Other	Total
<b>I. REVENUES</b>				
A. State Sources				
B. Federal Sources	607,358			607,358
C. Public School District				
1. Basic Operating Revenues	6,318,578			6,318,578
2. State Aid - Pupils with Disabilities	92,544			92,544
3. Federal Aid - Pupils with Disabilities				
4. Other Revenue from Public School Districts				
D. All Other Revenues	854,194			854,194
E. TOTAL REVENUES	<u>\$7,872,674</u>			<u>\$7,872,674</u>
<b>II. EXPENDITURES - Detail of Contracted Service Fee</b>				
F. General Administration		490,632	722,525	1,213,157
G. Instructional Supervision		1,720,939	512,709	2,233,648
H. All Other instruction		302,377	205,470	507,847
I. Pupil Services				
J. Pupils with Disabilities		130,289	46,301	176,590
K. Transportation				
L. Community Services				
M. Operations & Maintenance			2,969,242	2,969,242
N. Employee Benefits			483,083	483,083
O. Debt Services				
P. School Lunch		51,954	229,910	281,864
Q. Capital Expense				
R. Total Expenditures		<u>\$2,696,191</u>	<u>\$5,169,240</u>	<u>\$7,865,431</u>
CHANGE IN FUND BALANCE				7,243
S. Enrollment	628			
T. Expenditures per pupil	12,525			

Signature of Chief School Officer

Date



July 25, 2007

National Heritage Academies, Inc.  
Statement of Financial Position  
Brooklyn Excelsior Charter School  
For the Twelve Months Ending June 30, 2007

Governmental Fund Types:		
General	General Fixed	Total
Fund	Assets Acct Group	(Memorandum Only)

**ASSETS**

Current Assets		
101 Cash	\$74,501	\$74,501
121 Accounts Receivable	248,599	248,599
	-----	-----
TOTAL ASSETS	\$323,100	\$323,100
	=====	=====

**LIABILITIES AND FUND BALANCE**

LIABILITIES		
471 Deferred Revenue	2	2
491 Due to NHA - Contracted Services	264,190	264,190
	-----	-----
TOTAL LIABILITIES	264,192	264,192
FUND BALANCE		
741 Beginning Fund Balance (7/1)	51,665	51,665
751 Current Board Fund Activity	7,243	7,243
	-----	-----
741 Ending Fund Balance	58,908	58,908
TOTAL LIABILITIES AND FUND BALANCE	\$323,100	\$323,100
	=====	=====

Brooklyn Excelsior Charter School  
National Heritage Academies  
Statement of Activities  
For the Period Ended June 30, 2007

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
<b>Revenues, gains, and other support:</b>				
Public School District				
Revenue-Resident Student Enrollment	6,318,578			
Revenue-Students with disabilities	92,544			
Other Revenue from Public Schools Districts				
State Grants				
Federal Grants	607,358			
Private Grants				
Contributions				
Investment Income				
Other Income	854,194			
<u>Net Assets Realeased from Restrictions</u>				
<b>Total Revenue, Gains, and Other Support</b>	<b>\$7,872,674</b>			<b>\$7,872,674</b>
<b>Expenses:</b>				
<u>Program Expenses</u>				
Regular Education	7,053,388			
Special Education	199,909			
Other Program	0			
<u>Supporting Services</u>				
Management and General	612,134			
<u>Fundraising</u>				
<b>Total Expenses</b>	<b>\$7,865,431</b>			<b>\$7,865,431</b>
Change in Net Assets				\$7,243
<u>Net Assets Beginning of Year</u>				51,665
<b>Net Assets End Of Year</b>				<b>\$58,908</b>

Brooklyn Excelsior Charter School  
Statement of Cash Flows  
June 30, 2007

Cash flows from operating activities:	
Revenues from school districts:	\$6,318,578
Grant Revenues (and child nutrition):	\$699,902
Contributions and fund raising:	\$0
Miscellaneous Sources	\$854,194
 Payments to Vendors for goods and services rendered:	 -\$7,862,454
Payments to Charter school personnel:	\$0
Interest Payments	\$0
 Net Cash provided by operating activities	 \$10,220
  Cash flows from investing activities:	  \$0
Cash flows from financing activities:	\$0
  Net increase in cash	  \$64,281
Cash at beginning of year	\$74,501
Cash at end of year	

Program Services	Supporting Services
------------------	---------------------

	Regular Education	Special Education	Other Programs	Fundraising & Special Events	Management and General	Total
Contracted Service Fee:						\$0
Salaries & wages	\$2,574,067	\$130,290				\$2,704,357
Retirement contributions	6,736	373				\$7,109
Other employee benefits	289,088	22,898				\$311,986
Payroll taxes	234,223	13,763				\$247,986
Accounting fees	3,500					\$52,113
Supplies	300,636	1,189				\$301,825
Postage and shipping	3,344					\$3,344
Occupancy	3,053,363					\$3,058,243
Food service	222,451					\$222,451
Equipment and maintenance	7,769					\$7,769
Printing and publications	34,151					\$34,151
Travel	2,037	246				\$2,283
Conferences and meetings	12,189	10				\$12,199
Professional fees	248,517	31,140				\$279,657
Instructional Support						\$52,808
Executive administration						\$195,718
Office of the Principal						\$145,378
Human resources						\$56,986
Technology	1,107					\$49,876
Marketing and business development						\$10,483
Insurance	18,706					\$18,706
Miscellaneous	41,504					\$90,003
						\$0
Total Expenses	\$7,053,388	\$199,909	\$0	\$0	\$612,134	\$7,865,431

Dear Madame/Sir:

We were unable to obtain the Disclosure of Financial Interest Forms of two of our board members at this time.

On behalf of the Brooklyn Excelsior Charter School, Karen Puryear (Board Member, [REDACTED])  
[REDACTED] and Ronald Skeete (Board Member, [REDACTED]) are not employees of the Brooklyn Excelsior Charter School. To the best of the Board's knowledge, neither Ms. Puryear and Mr. Skeete nor any member of their families have held or engaged in any interest/transaction with the Brooklyn Excelsior Charter School during the prior school year. Neither Ms. Puryear or Mr. Skeete nor any member of their families had a financial interest or other relationship with any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization or group of people doing business with the Brooklyn Excelsior Charter School in the preceding school year.

If you need anything further please do not hesitate to contact the undersigned.

Sincerely,



Kay Madati

7/30/07

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2006-07

*Section IV*

Name (print)

*Kilandigalu M. Madati*

Name of Charter School

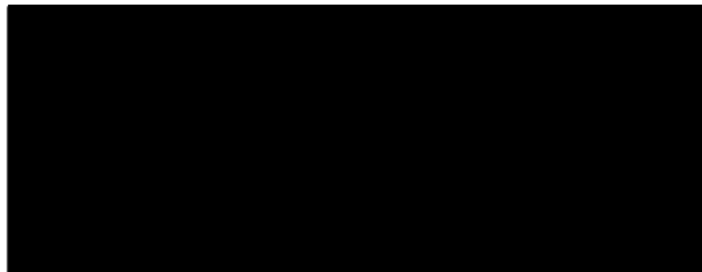
*Brooklyn Excelsior Charter School*

Home Address

Business Address

Daytime Phone

E-Mail Address



1. List all positions held on board (e.g., chair, treasurer, parent representative):

*Board Chair*

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2. Is the trustee an employee of the School? \_\_\_\_ Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>



Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest</b>
<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>

  
 \_\_\_\_\_  
*Signature*

*7/23/07*  
 \_\_\_\_\_  
*Date*

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2006-07

*Section IV*

Name (print) \_\_\_\_\_ Ronald Skeete \_\_\_\_\_

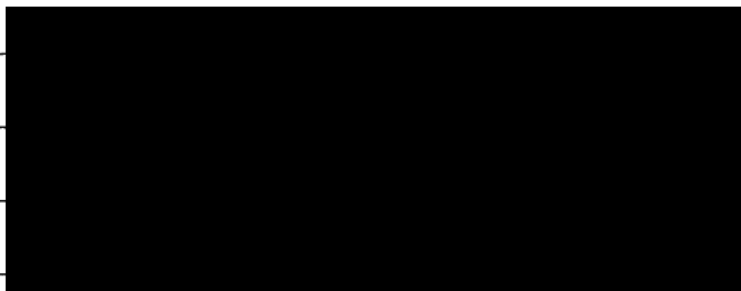
Name of Charter School \_\_\_\_\_ Brooklyn Excelsior Charter School \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_



1. List all positions held on board (e.g., chair, treasurer, parent representative): \_\_\_\_\_ Vice Chair  
\_\_\_\_\_  
\_\_\_\_\_

2. Is the trustee an employee of the School? \_\_\_\_\_ Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.


\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

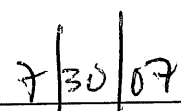
Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			

  
 \_\_\_\_\_  
 Signature

  
 \_\_\_\_\_  
 Date

NEW YORK STATE EDUCATION DEPARTMENT

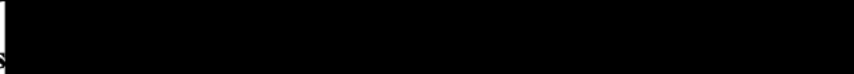
Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2006-07

Section IV

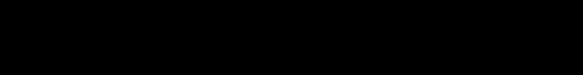
Name (print) Omar Wasow

Name of Charter School Brooklyn Excelsior Charter School

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): Chair

2. Is the trustee an employee of the School? ☐ Yes ☒ No


3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

  
Signature

7/26/07  
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2006-07

Section IV

Name (print) Harold James Bernard  
Name of Charter School Brooklyn Excelsior Charter School  
Home Address [REDACTED]  
Business Address N/A  
Daytime Phone [REDACTED]  
E-Mail Address [REDACTED]

1. List all positions held on board (e.g., chair, treasurer, parent representative):  
Trustee, Secretary, Vice-Chair

2. Is the trustee an employee of the School? Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	NA		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
		NA	




Signature \_\_\_\_\_ Date \_\_\_\_\_

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2006-07

Section IV

Name (print) Thomas D Lehrman

Name of Charter School Brooklyn Excelsior

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative): Treasurer

2. Is the trustee an employee of the School? \_\_\_\_ Yes ☒ No

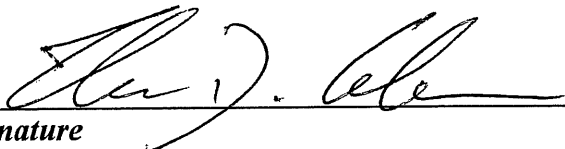
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	none		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	none		

  
 \_\_\_\_\_  
 Signature

7/26/07  
 \_\_\_\_\_  
 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2006-07

Section IV

Name (print) ERIKA Humphrey

Name of Charter School Brooklyn Excellence Charter School

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_


1. List all positions held on board (e.g., chair, treasurer, parent representative): Secretary

2. Is the trustee an employee of the School? ☐ Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

N/A

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<div data-bbox="414 1029 649 1102">None</div> <div data-bbox="682 987 1136 1071" style="display: inline-block; vertical-align: middle;">  </div>			

Enka Humphrey  
Signature

7-25-07  
Date

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			



NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2006-07

Section IV

Name (print) Carol E. Schulhof

Name of Charter School Brooklyn Excelsior

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative): member of the board, member of the Curriculum, Performance, and Assessment Subcommittee

2. Is the trustee an employee of the School? Yes ☒ No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<u>None</u>			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

*Carol C. Schulhof*  
 Signature

7/23/07  
 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2006-07

Section IV

Name (print) STEPHANIE CUBA  
Name of Charter School BROOKLYN EXCELSIOR CHARTER SCHOOL  
Home Address \_\_\_\_\_  
Business Address \_\_\_\_\_  
Daytime Phone \_\_\_\_\_  
E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative): MEMBER OF THE BOARD OF DIRECTORS

2. Is the trustee an employee of the School? ☒ Yes ☐ No

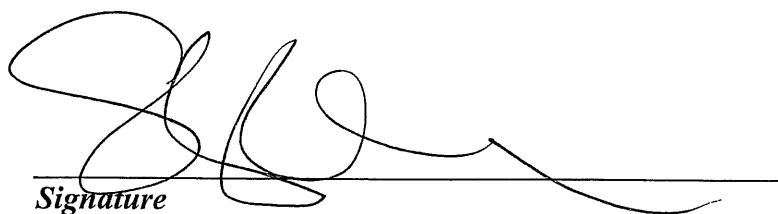
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			

  
Signature

7/25/07  
Date

# Brooklyn Excelsior Charter School

## 2006-07 School Year

August				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

1st-4th - NHA University  
 14th-18th - New Teacher Orientation  
 28th - All Staff Report  
 28th - 31st - Staff Development  
 31st - Back to School Night 6-8pm

September				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1st & 5th - Staff Development  
 4th - Labor Day  
 6th - First Day of School

October				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2nd - Yom Kippur (No School)  
 9th - Columbus Day  
 26th-27th - Staff Development

November				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

7th - Election Day (No Students)  
 7th - Staff Development  
 15th - End of 1st Marking Period  
 10th - Veteran's Day  
 21st - Open School Night-P/T Conferences 5-8pm  
 22nd - PM P/T Conferences - Half Day  
 23rd-24th - Thanksgiving

December				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

25th - 29th - Winter Break

January				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

1st - New Year's Day  
 2nd - School Resumes  
 15th - Martin Luther King, Jr. Day  
 24th - End of 2nd Marking Period

February				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

Mid-Winter Break - 19th-23rd

March				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Spring Break - 2nd-10th

School Resumes - 11th

End of 3rd Marking Period - 13th

Open School Night-P/T Conferences 5-8pm - 19th

PM P/T Conferences - Half Day - 20th




May				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Memorial Day - 28th

June				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Last Day of School - 26th

July				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

 Students Do Not Report/ Staff Report All Day  
 Students Report Half Day/ Staff Report All Day  
 Students/ Staff Do Not Report

Approved 8/7/06

[illegible]

Brooklyn Excelsior did not serve students in the 8<sup>th</sup> grade during the 2006-07 school year.



**Charter School Teacher Attrition Rates  
2006-07**

Grade	Enrollment	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
<b>Kdg.</b>	# Employed			4	4	4	4	4	4	4	4	4	4	4
	# Leaving			0	0	0	0	0	0	0	0	0	0	0
	% Attrition			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>1<sup>st</sup></b>	# Employed			5	5	5	5	4	4	4	4	4	4	6
	# Leaving			1	0	0	1	0	0	0	0	0	0	2
	% Attrition			20%	0%	0%	20%	0%	0%	0%	0%	0%	0%	33%
<b>2nd</b>	# Employed			4	4	4	4	4	4	4	4	4	4	4
	# Leaving			0	0	0	0	0	0	0	0	0	0	0
	% Attrition			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>3rd</b>	# Employed			3	3	3	3	3	3	3	3	3	3	3
	# Leaving			0	0	0	0	0	0	0	0	0	0	0
	% Attrition			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>4th</b>	# Employed			3	3	3	3	3	3	3	3	3	3	3
	# Leaving			0	0	0	0	0	0	0	0	0	0	0
	% Attrition			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>5th</b>	# Employed			3	3	3	3	3	3	3	3	3	3	3
	# Leaving			0	0	0	0	0	0	0	0	0	0	0
	% Attrition			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>6th</b>	# Employed			3	3	3	3	3	3	3	3	3	3	3
	# Leaving			0	0	0	0	0	0	0	0	0	0	0
	% Attrition			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>7th</b>	# Employed			1	0	1	1	1	1	1	1	1	1	2
	# Leaving			1	0	0	0	0	0	0	0	0	0	1
	% Attrition			100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%
<b>Other*</b>	# Employed			5	4	4	4	4	4	4	4	4	4	5
	# Leaving			1	0	0	0	0	0	0	0	0	0	1
	% Attrition			20%	0%	0%	0%	0%	0%	0%	0%	0%	0%	20%

\*Includes Art, PE, and Special Education Teachers

***Statement of Assurances***

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Thomas DeGrec

Print Name, Head of Charter School

Thomas DeGrec

Signature and Date

7/23/07

Harriet E. Wheeler

Notary Public Signature and Seal

HARRIET E WHEELER  
Notary Public, State of New York  
No. 01WH6062686  
Qualified in Nassau County  
Commission Expires August 13, 2009

Kay M. Madati

Print Name, President, Board of Trustees

Kay M. Madati

Signature and Date

7/24/07

Tonia Y Cupid

Notary Public, Signature and Seal

TONIA Y CUPID  
Notary Public - State of New York  
No. 01CU6118146  
Qualified in Kings County  
My Comm. Expires Nov. 1, 2008

## NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2006-07

## Section IV

Name (print) KAREN PURYEARName of Charter School BECSHome Address [REDACTED]Business Address ---Daytime Phone [REDACTED]E-Mail Address [REDACTED]

1. List all positions held on board (e.g., chair, treasurer, parent representative): ---
- \_\_\_\_\_
- \_\_\_\_\_

2. Is the trustee an employee of the School? Yes ☒ No

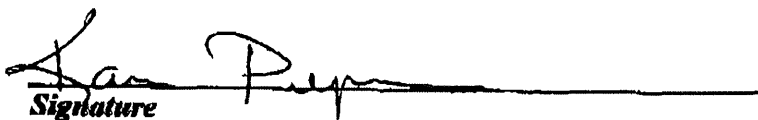
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

  
Signature

8/1/07  
Date